

JAMES ISLAND MIDDLE

1484 Camp Road
Charleston, South Carolina 29412

GRADES 6-8 Middle School

ENROLLMENT 814 Students

PRINCIPAL Dr. Kathryn Fritz 843-762-6225

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	13	1	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

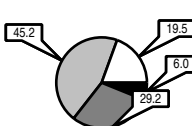
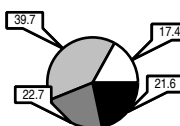
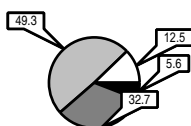
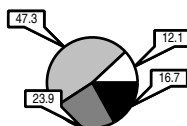
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	48	251	63
Percent satisfied with learning environment	97.9%	99.2%	98.4%
Percent satisfied with social and physical environment	100.0%	100.0%	95.1%
Percent satisfied with home-school relations	97.9%	99.6%	95.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	797	99.6	12.5	49.3	32.7	5.6	38.3	17.6
Gender								
Male	422	99.5	13.0	54.5	28.7	3.7	32.4	17.6
Female	375	99.7	11.8	43.4	37.1	7.7	44.8	17.6
Racial/Ethnic Group								
White	598	99.8	7.3	47.2	38.5	7.1	45.6	17.6
African-American	187	98.9	30.0	55.6	13.9	0.6	14.4	17.6
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	744	99.9	11.2	48.6	34.5	5.7	40.2	17.6
Disabled	53	96.2	31.9	59.6	4.3	4.3	8.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	797	99.6	12.3	49.4	32.7	5.6	38.3	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	795	99.6	12.4	49.2	32.8	5.6	38.4	17.6
Socio-Economic Status								
Subsidized meals	184	98.9	27.4	55.9	15.1	1.7	16.8	17.6
Full-pay meals	609	99.8	7.9	47.3	38.0	6.8	44.8	17.6

Mathematics								
All students	797	99.9	12.1	47.3	23.9	16.7	40.6	15.5
Gender								
Male	422	100.0	9.6	45.7	28.0	16.7	44.7	15.5
Female	375	99.7	14.8	49.2	19.2	16.8	36.0	15.5
Racial/Ethnic Group								
White	598	99.8	7.6	43.9	28.0	20.6	48.5	15.5
African-American	187	100.0	26.1	60.0	10.0	3.9	13.9	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	744	100.0	11.3	46.4	24.9	17.4	42.3	15.5
Disabled	53	98.1	23.4	61.7	8.5	6.4	14.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	797	99.9	12.1	47.3	23.9	16.8	40.6	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	795	99.9	12.1	47.4	23.7	16.8	40.5	15.5
Socio-Economic Status								
Subsidized meals	184	100.0	22.9	56.4	15.1	5.6	20.7	15.5
Full-pay meals	609	99.8	8.8	44.6	26.5	20.1	46.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	234	N/A	8.2	39.5	38.2	14.2	52.4
	Grade 7	246	N/A	7.4	42.6	43.4	6.6	50.0
	Grade 8	215	N/A	9.0	50.7	34.6	5.7	40.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	253	99.6	14.9	36.4	37.6	11.2	48.8
	Grade 7	277	100.0	9.9	56.6	30.5	2.9	33.5
	Grade 8	267	99.3	12.8	53.7	30.4	3.1	33.5

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	234	N/A	12.4	42.3	29.1	16.2	45.3
	Grade 7	246	N/A	20.5	38.1	23.4	18.0	41.4
	Grade 8	215	N/A	19.9	58.3	16.6	5.2	21.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	253	100.0	5.8	39.3	28.9	26.0	55.0
	Grade 7	277	100.0	16.2	46.3	19.1	18.4	37.5
	Grade 8	267	99.6	13.6	56.0	24.1	6.2	30.4

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 814)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	33.1%	14.4%
Retention rate	0.1%	Down from 1.1%	1.5%	2.3%
Attendance rate	96.8%	Down from 96.9%	96.4%	95.2%
Eligible for gifted and talented	26.9%	Up from 17.5%	27.2%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.4%	Up from 6.3%	10.7%	14.1%
Older than usual for grade	20.4%	Up from 2.7%	2.6%	4.9%
Suspended or expelled	0.0%	No change	1.1%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	48.9%	Down from 51.1%	55.1%	47.1%
Continuing contract teachers	91.5%	Up from 86.7%	86.8%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.8%	Up from 86.4%	87.6%	84.3%
Teacher attendance rate	96.4%	Down from 97.1%	95.7%	95.0%
Average teacher salary	\$41,579	Up 4.2%	\$41,459	\$39,924
Prof. development days/teacher	15.1 days	Up from 14.9 days	10.4 days	10.7 days

School				
Principal's years at school	7.5	Up from 6.5	4.3	3.0
Student-teacher ratio	25.3 to 1	Up from 25.0 to 1	23.1 to 1	21.0 to 1
Prime instructional time	91.8%	Down from 92.8%	91.0%	88.9%
Dollars spent per pupil*	\$4,771	Up 15.2%	\$5,541	\$5,854
Percent spent on teacher salaries*	62.6%	Down from 64.6%	63.5%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	97.5%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As an autonomous school, James Island Middle is committed to the areas of student academics, extracurricular activities, and parent and community involvement. South Carolina Department of Education has recognized our school as a Red Carpet School due to its family-friendly environment. We are proud of our accomplishments over the past few years. Our community has played an important part in this success story.

Having recently completed a major renovation and new construction project, James Island Middle features an outstanding academic and fine arts facility, including an instructional courtyard. Academically, we meet the learning styles of our students through our honors, regular, and remedial programs. In addition, we offer six high school credit courses to students in the seventh and eighth grades that prepare them for entrance into the Pre-International Baccalaureate Program at our local high school. We have been recognized as a Technology Showcase School because we provide and integrate a wealth of technological experiences through the multimedia center, wireless floating laptops, and computer labs. Furthermore, parents contact staff members through electronic communication (GradeQuick, homework hotline, voice mail, and e-mail). Our staff and students win numerous awards and grants through state and local competitions.

We believe it is critical that students participate in a variety of fine arts programs and extracurricular activities. Our student body may enroll in art, advanced art, yearbook, band, chorus, general music, strings, career education, computer applications, keyboarding, physical education, health, and SAIL. In addition, students participate in a variety of clubs, intramurals, high school sports, the 21st Century After School Assistance, the Summer Enrichment Program, and service learning projects. The opportunity to perform work cooperatively and travel together allows our students the ability to gain self-confidence and life-long skills for success.

A strong academic curriculum, a vigorous fine arts program, and extracurricular activities encourage our students to pursue their individual strengths.

Through our School Governance Council and Parent Teacher Student Association, parents, teachers, and the administration share responsibilities for developing our program, setting goals, and allotting the resources (i.e. full-time nurse and mental health counselor) to achieve them. Through shared responsibility, we educate our students to become confident, competent, responsible, and productive citizens by providing diverse learning experiences in a nurturing environment.

Michael J. Casey, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.